**Gymnasium Zlin English Case Study**

**Class:** English Language  
**Number of Students:** 11 (+ 1 for the second lesson)

**Number of Lessons:** 2 (40 min long)

**Old:** 12-13 years

We had an opportunity to take two lessons with a class at Gymnasium Zlin. The pupils didn’t have anything at the time so we could choose the topic. We chose to have a game that involved a lot of communicating, to show their identity.

Before the first lesson we also gave the students a small form, asking them what they like and what they wanted to do over the two coming lessons.

**Lesson one:**

We started off with an “Icebreaker”. First we split the class into three groups, and then we made them write three questions on a piece of paper which was folded and hidden from everyone. The group mixed all the questions up and put them on the table. We had cards and each number meant something. So if you took a for example a “two” from the cards you had to dance the Macarena or pick a new question.

We asked the class to write down any kind of phrase they knew that had to do with shopping. For example, “Do you have another size of this?” and “how much does this cost?” They had 10 mins to write down every phrase they knew. We gave them a hand-out with useful phrases to use when you are out shopping. This would be useful in the next lesson.

**Lesson two: Shopping for your identity**

At the next lesson the students were going to do their own poster, made up with pieces of “themselves”. For example, what books, movies and music you like, what you do in your spare time and what sort of food you prefer. These pieces could either be cut out of a magazine or just drawn by the students. The magazine pieces that we brought to the class were divided to 5 “shops.”

1. Movie, film, music

2. Hobbies

3. Sports

4. Food

5. Clothes

Learning school was selling the magazine pieces, so the students had to ask “I’m looking for...” Sometimes the students had to fill in a short task for a pencil (so they could draw something) or a picture. This task could be filling in missing words or maybe matching questions with answers.

**What did the students think?**

The students seemed to be enjoying the task, and the average rate was 9 out of 10. Some students thought there weren’t enough time and most of them thought that we should have “more communication” with them. There was positive feedback as well, almost everyone thought it was very fun and one comment we got was “It was creative and something new”. There were very different thoughts about the two lessons we had. In general they were pleased.

**How Did It Relate To Our Research?**

The meaning of the class was to practice the students shopping vocabulary, which is very relevant and useful now as well as for the future. We decided that an “icebreaker” would be needed since the students were a bit shy. We thought they would ease up a little by just talking about things they chose and were interested in. (**Curriculum entitlement and choice)**

We gave the students a short hand-out at the end of the first lesson so they could practice their shopping vocabulary. This was going to be used in the second lesson and with this hand-out they were well prepared **(Assessment for learning).** The words in the hand-out and the ones they would use in the shopping lesson would be relevant beyond the classroom at daily points for simple shopping at, for example, a food store. **(Strong Links Beyond The Classroom)**

We personalised the second lesson through shopping for their poster, since they could make it however they wanted. Also you could choose phrases you wanted to use from the hand-out and what shop you wanted to go to, to practice different vocabulary.

**How Did It Go?**

The “icebreaker” was very slow in the beginning because they were shy, they didn’t talk all too much, but in the end some of them let go and talked more. And when we had them writing down phrases they were more eager to participate and did very well.

For the second lesson we had some problems to get them going. So we tried to encourage them to go to the store and buy things for their posters, but it didn’t always go well. When we gave them a task exchange for a pen/picture they didn’t always do the task. The whole point of it was for them to practice their vocabulary and phrases. If we maybe had made a competition of the shopping task the students might have been more eager to participate and that would have made it more interesting and fun. We have to think about their age too, and the fact that English was their second language.

something to make it more fun and interesting.

Since they got a white poster and they had to fill it with personal pictures it was more likely they could make a good sentence up for shopping the thing they wanted. (**Curriculum entitlement**)

I think that the games were very beneficial; allowing the students to incorporate their own interests, practice using English questions, and expand / evaluate their vocabulary.

It was a good way to express their Identity, also to compare and show it to their classmates.

We definitely needed to be clearer about what was going on and what was going to happen, which we will know for next time.

and the one who did the most colourful or nicest poster won. for the shopping, they might have been more eager to get pencils and pictures from the stores.